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ABSTRACT

A study examined what journalism and mass communication programs have done to prepare students to understand and relate to a multicultural, multiethnic, multiracial and otherwise diverse society. Responses to a 34-question survey were returned by administrators of 216 undergraduate journalism/mass communication programs listed in the 1992-93 Journalism/Mass Communication Directory (for a response rate of 55%). Results indicated that (1) most programs were doing a variety of things to increase cultural sensitivity and educate students about biases and stereotypes; (2) faculty at most schools were scrutinizing their curriculum in regard to minority components; (3) most administrators thought their program was having some success in sensitizing their students to racial stereotypes and biases; (4) nearly three-quarters of the courses on the media and minorities were put into place during the 5-year period prior to the survey; and (5) variables important to the development of a multicultural curriculum appear to be the size of the program, number of minorities other than Afro-Americans, and size of the institution. Findings suggest that the accreditation Standard 12 has been somewhat successful in its goal of improving multiethnic and multiracial components of the curriculum. (Contains 48 references, four notes, and eight tables of data.) (RS)

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Journalism/Mass Communication Education's Response to Calls for Increased Racial/Ethnic Sensitivity

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Journalism/Mass Communication Education's Response to Calls for Increased Racial/Ethnic Sensitivity

The media have reported that segregation and black/white tension have been increasing recently upon the nation's college and university campuses (Elfin and Burke, 1993). At the same time, a debate has erupted on campus concerning whether more "multiculturalism" in the curriculum and enforced political correctness on campus will solve the problem.

The campus debate over multiculturalism and political correctness has not bypassed journalism/mass communication education.[1] For example, JMC educators have suggested that multiculturalism suggests separateness instead of integration (Cole, 1993, p. 7) and that educators who push for racial and gender sensitivity are being labeled "politically correct" by their opponents (Murphy, 1994, pp. 2-3).

While the debate over political correctness on campus is a rather recent phenomenon, the discussion of the role of the mass media and journalism education in furthering racial stereotypes goes back at least to the report of the National Advisory Commission on Civil Rights (Kerner Commission) in 1968.[2]

Some researchers have noted progress by the mass media in improving coverage of minority issues and diversity in the newsroom[3]; however, recent studies have suggested that journalism/mass communication education is not doing enough to sensitize its nonminority graduates to a multicultural,

multiracial society.

Literature Review

Soon after the Kerner Commission's report, Wilson (1971) looked at what journalism schools were doing in regard to "black studies" and determined that not much progress was being made. An assumption that journalism education was not doing enough to recruit minority students and minority faculty led to other studies of journalism education and minority issues.

In 1978, De Mott and Adams (1984) attempted to find out whether journalism programs were attempting to overcome white students' racial bias and stereotyping. They sent a questionnaire to 149 members of the American Society of Journalism School Administrators. Only about one-quarter of the administrators responded, which the researchers took to mean that probably even less was being done in the area of racial sensitivity than indicated by their survey.

De Mott and Adams found that one in six programs responding had a course about minorities, but such courses most often concerned the history of the black press. As unspecified number of respondents reported that minority issues were discussed in various courses. The two researchers concluded that the most emphasis was given to bias in news coverage and the least to bias in advertising. Only one-tenth of the administrators responding favored requiring a course about minorities; however, most respondents thought it would be a good elective.

Kern (1982) proposed that minority student organizations would be a good tool for getting more minority students into journalism careers. In 1981, she sent questionnaires to administrators at 292 schools belonging to either the American Association of Schools and Departments of Journalism or the American Society of Journalism School Administrators in order to find out how many journalism programs had minority student organizations.

Kern received 100 responses, just under a 35 percent return rate. She found that 17 percent of the programs had a minority student organization. Kern also found that 15 percent of the schools offered a course in minorities and the media, findings quite close to those of De Mott and Adams.

In a study at about the same time as De Mott and Adams' and Kern's research, Hicks, Broussard, and Thorn (1981) found in a study of 142 journalism schools that not much headway had been made in hiring minority faculty members. They concluded that only 4 percent of the journalism faculty in 1980-81 were minorities.

Wilson and Gutierrez (1985) were critical of what had been done at that point by journalism educators to help students confront racial issues in the media. They wrote:

> The academic professionals in journalism and mass communication remain virtually all white, and course offerings, for the most part, remain void of contextual recognition of the minority experience. (p. 26)

A few years later, Martindale (1990b) also noted that journalism/mass communication education needed to hire more minority faculty and recruit more minority students in order to gain increased minority employment in the newsroom and, thus, improve the coverage of minorities. She wrote that

> any attempt to produce more representative minority employment in the nation's newsrooms and more accurate coverage of minorities must involve more aggressive recruiting efforts from journalism educators than we have hitherto exhibited. (p. 71)

Despite accreditation requirements, accredited schools have met with limited success in hiring minority faculty. Morton (1993) found that 8 percent of faculty members at schools accredited in 1988 and 9 percent of faculty members at schools accredited in 1991 were minorities. Paddon and Cobb (1990) suggested that JMC programs hire minority faculty members from traditionally black colleges because of the inadequacy of past hiring efforts.

Efforts by JMC programs to recruit minority students have met with limited success, as well. From her survey of 50 journalism/mass communication programs, Murphy (1988) concluded that JMC programs had not been able to do much in the previous five years to attract and graduate more minority students. Liebler (1993) found that the social sciences and psychology were more successful than mass communication in attracting minority students.

Whereas Kosicki and Becker (1992) found a slight decrease in

1991 in the percent of African-American and Hispanic enrollment in JMC programs, Becker and Kosicki (1993) found that the percent of minority students in JMC programs in 1992 had increased slightly over the previous year. They cautioned, however:

> Journalism educators should find little satisfaction in the percentages of minority students enrolled in journalism and mass communication programs. Most of the minority students are at a very small number of schools. If the historically black institutions were not graduating black journalism and mass communication students, there (would) be rather few such graduates. (p. 65)

Because of the limited success JMC programs have had in recruiting minority faculty and students, a number of educators have continued to stress the importance of sensitizing all JMC students to stereotypes and biases in an effort to instill nonminority students with a broader perspective.

For example, Martindale (1988) looked at the usefulness of a specific course designed to promote sensitivity to bias and stereotypes. She concluded a course designed to make JMC students more aware of white-media bias was highly successful and that the concepts she used would be adaptable to newswriting and reporting or other courses.

Stocking and Gross (1989) suggested that educators seek ways to bring biases to the attention of students and help students

understand their own biases. Holloway (1990), who noted that she had no sensitivity training in any of her college journalism courses, concluded that overcoming journalists' stereotypes must begin in journalism school. Martindale (1991a) also suggested that journalism education has an important role in solving the problem of antiminority bias and stereotyping in the media. She wrote:

> These students, just like professional journalists at commercial newspapers and broadcast outlets, must be trained to greater sensitivity in racial and ethnic issues and must be informed about the minority components of and contributions to American society. (p. 12)

In her 1991 article, Martindale also wrote that members of college newspaper and radio and TV station staffs should ensure that their coverage reflects the diversity of the institution's student body and faculty. Wearden, Hipsman, and Greenman (1990), however, found that the staffs at 60 percent of the student newspapers at ACEJMC-accredited institutions had no minority staffers in their five highest positions and that only eight student newspapers had minority editors.

Martindale (1991b) noted the importance not only of courses concerning cultural diversity but also of modules with multicultural information in a variety of courses in the JMC curriculum as a way to educate not only students, but faculty

members as well.

Hoffman (1991)--as did Ward (1990)--suggested that journalists take courses in general semantics to help them avoid stereotypes, and Johnson (1991) proposed that educators help students "become more critical news consumers" by such things as showing students how to analyze news reports, assisting them to examine themselves, and teaching them to consider alternative vantage points. Through such activities, Johnson wrote, "educators play a vital role in efforts to improve the national climate of race relations" (p. 340).

Aufderheide (1991) wrote that the goal of cultural sensitivity is not to convince students of the error of their perspectives or the validity of those of others, but to expose students to other views and to help them see how people's perceptions can become insulated.

One problem cited in sensitizing JMC students is the lack of good teaching resources. For example, researchers have found that journalism texts often are inadequate in discussing cultural sensitivity. Bramlett-Solomon (1989), for example, stated that the "absence of discussion on reporting culture in college journalism classes and in college reporting textbooks belies the significance of the topic to journalism students" (p. 26).

Burd (1988) compared 12 introductory and 12 advanced reporting texts published between 1905 and 1988. He concluded that advice and attention to minorities in beginning reporting texts

had changed little during that time. He found that advanced texts did a better job of handling news coverage of minority coverage, however.

Starck and Wyffels (1990) examined 26 introductory and advanced reporting texts and found little attention was paid to intercultural communication but considerably more to stereotypes and biases. They found, however, that only one-fifth of the books discussed perception, one-fourth discussed prejudice, and one-third discussed stereotyping. The researchers concluded that only two of the texts devoted considerable discussion to stereotyping.

Cohen, Lombard and Pierson (1992) noted that multicultural components are appropriate topics for a Mass Communication and Society course but that most popular general texts for such a course ignore such issues. They noted that several supplemental texts and readers are available, however. They also concluded that components on racial/ethnic and gender distinctions tend to promote critical thinking while making students more sensitive to multicultural issues.

Dickson (1993b) found short-term change in white journalism students' attitudes about media treatment of minorities after they had been shown a video titled "Racism in News" (1992). He also found, however, that upper-level journalism students were less likely than introductory-level students to think that the news media were unfair to minorities. He hypothesized that white journalists' biases and insensitivity to minorities could be

traced to the classroom and called for journalism education to do more to sensitize students to their biases and stereotypes.

Dickson (1993a) also concluded from a review of existing research that journalism education should do more to sensitize students about minorities and to train them to write about minority issues.

Kern-Foxworth and Miller (1993) attempted to determine how much improvement in multicultural education had taken place since Kern-Foxworth's 1982 study of journalism/mass communication programs. They hypothesized that the adoption of Standard 12[4] by the Accrediting Council on Education for Journalism and Mass Communication (ACEJMC) had resulted in improvement in multicultural journalism education. In 1991 the two researchers sent surveys to 300 programs listed in the AEJMC directory and received 160 completed questionnaires, a 53 percent response rate.

Kern-Foxworth and Miller found that 28 percent of programs responding had a course in multicultural communication. Just under one-fifth (18 percent) of the administrators were in complete agreement that a course in multicultural communication should be required, 25 percent agreed somewhat, and 35 percent had no opinion. While 16 percent of the administrators were in complete agreement that their students were well-trained to communicate with diverse audiences, 42 percent were somewhat in agreement that students were well-trained in that regard, and 22 percent had no opinion.

"Much to their surprise and dismay," the two researchers wrote, "(the authors) discovered that there were still those who did not see the merits of multiculturalism in journalism education" (p. 52). They concluded that multicultural education had "deteriorated rather than proliferated" in the 1982-1991 period in regard to courses, organizations, and extracurricular activities for nonwhite students. They concluded that journalism administrators and faculty must be made to understand the imperative of multicultural education, the need for increased recruitment and retention of nonwhite journalism faculty and students, and the importance of a curriculum that encourages cultural sensitivity (p. 53).

Murphy (1994) studied the overall campus racial situation at one university rather than the JMC program itself. She received completed surveys from 292 students, faculty, staff, and administrators at that university. While minority respondents tended to think that the university had not made a sufficient commitment to racial diversity, white respondents tended to think such efforts had been made. Faculty, students, and administrators agreed that faculty and staff in their units were becoming more sensitive to minority issues; however, minority respondents tended to disagree with such a conclusion.

Murphy concluded that educators see a need for an even greater commitment to faculty diversity and to curriculum changes designed to improve the multicultural awareness among students and

faculty (p. 7). Among her recommendations most pertinent to JMC education, she concluded that student media should make their staffs more open to minorities and that JMC programs should improve their curriculum through multicultural components in the core curriculum and by adding courses in each major (p. 11).

Cole (1993) suggested such typical approaches for JMC programs as hiring more minority faculty, using minority professionals and educators as guest lecturers, increasing the number of minority students, getting high school students interested in journalism/mass communication early, and offering special scholarships aimed at minorities. Cole also proposed creating special programs and conferences for the discussion of minority news coverage.

Cole also stated that JMC educators should be doing something he said was not so typical: looking at the courses they teach. He wrote:

> We have a duty to scrutinize our curricula to see that we are preparing our students to portray the real society we live in. We should worry more about what we're not getting into the curriculum than what's in there already. (p. 8)

Research Questions

Previous research suggests that journalism/mass communication education is not doing enough to foster racial sensitivity; however, the research suggests the need for further study in

several areas. The main research question guiding this study was based upon the mandate of accreditation Standard 12. That question was: "What are JMC programs doing to 'prepare students to understand and relate to a multi-cultural, multi-ethnic, multi-racial and otherwise diverse society'?" The first hypothesis was based upon the expectations of the impact of Standard 12:

H1: Programs accredited by the ACEJMC will have done more than unaccredited programs to sensitize students to media bias and stereotypes of racial/ethnic minorities.

The second and third hypotheses were based upon suggestions in the literature concerning the need for JMC programs to recruit more minority students and minority faculty members. In addition to the social goals implied in attaining racial/ethnic balance among students and faculty members, this researcher expected that programs doing well in minority recruitment also would have made more progress toward moving toward a multicultural curriculum, at least in regard to multiethnic, multiracial components. Those hypotheses:

H2: JMC programs with the most minority faculty members will have done more to prepare students to understand and relate to a multiracial/multiethnic society.

H3: JMC programs with the most minority students will have done the most to prepare students to understand and relate to a multiracial/multiethnic society.

Method

A 34-question survey was sent in mid-May 1993 to the administrators of undergraduate U.S. journalism/mass communication programs listed in the 1992-93 Journalism/Mass Communication Directory published by the Association for Education in Journalism and Mass Communication. The mailing included a cover letter and a self-addressed business reply envelope. Administrators who did not respond by mid-September were sent another questionnaire. Of the 392 programs contacted, responses were received from 216, a response rate of 55 percent.

Results

The Sample

About one-third of the administrators responding (33.9 percent) were from accredited institutions. Table 1 shows the percent of minority students and faculty at the responding institutions. At about one-fifth of the programs responding (19 percent), black student comprised 10 percent or more of the students in the JMC program, and at just about one-ninth of the programs (11 percent) minority students other than blacks made up 10 percent or more of the students in the program. On the other hand, at nearly one-fifth (18 percent) of the JMC programs represented, black students comprised less than 1 percent of the program's students. At one-third (33 percent) of the programs, nonblack minority students comprised less than 1 percent of students.

As Table 1 also shows, faculty from racial or ethnic minorities comprised 10 percent or more of the JMC faculty at four-tenths (40 percent) of the programs. At somewhat more than four-tenths (43 percent) of the programs, on the other hand, minority faculty comprised 1 percent or less of the JMC faculty.

Insert Table 1 About Here

Overall Results

Bias and Stereotyping. Nearly all respondents (87 percent) agreed that it was the responsibility of the JMC program to address racial intolerance and prejudice among students in its courses.

As Table 2 shows, eight-tenths (81 percent) of the administrators responding reported that their courses emphasized bias and stereotyping in news coverage of racial and ethnic minorities moderately or quite a bit. Administrators were as likely to state that their courses emphasized stereotyping of minorities in entertainment content moderately or quite a bit as they were to state that their courses gave that much emphasis to stereotyping of minorities in advertising (both 76 percent).

Insert Table 2 About Here

Program Evaluation. Administrators at most JMC programs reported that their programs had been evaluated in regard to

bias and stereotypes. As Table 3 shows, almost two-thirds of the administrators responding (65 percent) reported that their curriculum had been scrutinized in the previous five years to see if they were preparing students to cover a multiethnic and multiracial society, and another 17 percent of the programs were planning to do so. Just over half of programs that had conducted an evaluation reported having done so within the previous year.

Insert Table 3 about here

Nearly nine in ten (89 percent) of the administrators stated that they thought their curriculum increased students' sensitivity to stereotypes and media bias toward racial and ethnic minorities; however, only just over half of them (51 percent) stated that they thought their graduates were adequately prepared to report on racial and ethnic minorities.

Course Offerings. Just under one-fourth of the programs (24 percent) reported offering a separate course or courses emphasizing such things as coverage of minority issues and media bias and stereotypes. As Table 3 shows, about one-fourth (23 percent) of the programs that offered a separate course began offering it during the 1992-93 school year. Nearly two-thirds (73 percent) of them stated that they had offered the course no more than five years. Nearly one-fifth (19 percent) of the programs had been offering such a course between five and 10 years, and 8 percent had offered it more than 10 years.

As Table 3 also shows, fewer than one in twelve programs responding (8 percent) require their majors to take a separate course emphasizing the media and racial or ethnic minorities, though another 4 percent planned to require such a course.

More than two-thirds (68 percent) of the programs with advertising components offered a separate course or courses with modules concerning advertising in a multiethnic/multiracial society. The rest made no specific attempt beyond what was covered in the course text.

Sensitivity Techniques Used. More than nine-tenths (91 percent) of the administrators reported that course texts were used to cover topics of media stereotypes and media bias toward racial/ethnic minorities. Administrators at 83 percent of the programs reported that outside speakers were used to cover such topics. Readers or supplemental texts were used for that purpose at 74 percent of the programs, and videos or films were used at 72 percent of them.

Nearly three in ten administrators (29 percent) reported that the program had held a conference, workshop or other special program for discussion of such things as media bias and stereotypes.

Findings Concerning Hypotheses

The first hypothesis, that JMC programs accredited by the ACEJMC would have done more than unaccredited programs to sensitize students to media bias and stereotypes of racial/ethnic

minorities, was supported and the null hypothesis was rejected. Whether the program was accredited was statistically significant for five of six questions concerning bias and stereotyping.

As Table 4 shows, administrators at accredited programs were more likely to report that their program emphasized reporting bias and stereotyping of racial and ethnic minorities ($p<.001$); stereotyping of minorities in entertainment ($p<.05$); and stereotyping of minorities in advertising ($p<.001$). Accredited programs also were more likely to have scrutinized how well the curriculum prepared students for covering a multiethnic/ multiracial society ($p<.01$), and their advertising faculty were more likely to deal with advertising for a multiethnic/multiracial society ($p<.001$).

Insert Table 4 about here

Accredited programs, however, were slightly less likely than programs that were not accredited to require majors to take a separate course emphasizing the media and racial/ethnic minorities (89% v. 93%), thought the difference was not statistically significant.

The second hypothesis, that JMC programs with the most minority faculty members would have done more to prepare students to understand and relate to a multiracial/multiethnic society, also was supported and the null hypothesis was rejected. A statistically significant difference was found between JMC

programs based upon percent of minority faculty for five of the six questions that pertained to the program's emphasis on racial/ethnic bias and stereotypes. (See Table 5.)

Insert Table 5 about here

The more minority faculty members, the more likely the program was to have emphasized reporting bias and stereotyping of racial and ethnic minorities ($p<.05$) and stereotyping of minorities in entertainment programming ($p<.05$) and the more likely the program was to have scrutinized how well the curriculum prepared students for covering a multiethnic/multiracial society ($p<.05$). In addition, the more minority faculty members, the more likely the program was to require majors to take a separate course emphasizing the media and racial/ethnic minorities ($p<.01$), the more likely the JMC unit was to have held a special program for discussion of media bias and stereotypes ($p<.05$), and the more likely advertising faculty were to attempt to prepare student for dealing with a multiethnic/multiracial society ($p<.01$).

Programs with more than 5 percent minority faculty were more likely to emphasize stereotyping of minorities in advertising than those with fewer minority faculty (82 percent v. 70 percent), but the difference was not statistically significant at the .05 level of confidence.

The third hypothesis, that JMC programs with the greatest number of minority students would have done more to prepare

students to understand and relate to a multiracial/multiethnic society, was supported somewhat, but the null hypothesis was not rejected. Responses varied depending upon the minority group in question was black or other minority.

Differences in responses for five of six questions about racial/ethnic components of the curriculum were statistically significant based upon the number of racial/ethnic minority students other than Afro-Americans in the JMC program. Differences in responses for only two of the six questions concerning minority issues were statistically significant based upon the number of black students in the program, however. (See Table 6.)

Insert Table 6 about here

The greater the number of racial/ethnic minorities other than Afro-Americans in the JMC program, the more likely the program was to have emphasized reporting bias and stereotyping in news ($p<.01$) and stereotyping in advertising content ($p<.05$). The more minorities other than black students, the more likely the program was to have scrutinized its curriculum concerning how it prepared students to cover a multiethnic/multiracial society ($p<.01$) and the more likely advertising faculty attempted to prepare students for dealing with advertising in a multiethnic/multiracial society ($p<.05$).

The more minority students other than black students, the more likely the program was to emphasize entertainment bias in the media.

Also, the more minorities other than Afro-Americans, the more likely the program was to require a course in minorities and the media for their majors. The difference was not statistically significant in either case, however.

As Table 6 also shows, the more black students in the JMC program, the more likely the programs was to have scrutinized its curriculum in regard to how it prepared students to cover a multiethnic/multiracial society ($p<.02$) and the more likely advertising courses were seen to prepare students for dealing with a multiethnic/multiracial society ($p<.05$).

Based upon black student enrollment, however, no significant difference existed between programs concerning the emphasis given reporting bias and stereotyping of minorities in news coverage, in the entertainment media, or in advertising, and whether the program required majors to take a separate course on the media and minorities.

Findings Concerning Other Variables

Though no hypotheses were made concerning other independent variables, responses to questions also were analyzed based upon type of institution, enrollment, and number of JMC majors. Table 7 reports significant findings concerning those variables.

Insert Table 7 about here

Number of JMC Majors. Differences were found in response to five of six questions on bias and stereotypes based upon number of

majors. The more JMC majors, the more likely the program was to emphasize reporting bias ($p<.01$) and advertising bias ($p<.01$), the more likely the program was to have scrutinized its curriculum concerning minority issues ($p<.001$), and the more likely advertising courses were to address minority issues ($p<.01$).

Enrollment. Based upon enrollment, differences were found based upon three of six questions. The larger the institution, the more likely the JMC program was to have emphasized reporting bias, the more likely it was to have scrutinized its curriculum concerning minority issues ($p<.02$), and the more likely its advertising courses were to deal with minority bias and stereotypes ($p<.01$). Programs at larger institutions also were more likely to have held a special program about media bias ($p<.001$).

Public v. Private. Differences were found concerning type of institution on two of the six questions about media bias and minority/ethnic stereotyping. Public institutions were more likely to emphasize reporting bias than private ones ($p<.05$), and they were more likely to have scrutinized their curriculum in regard to multiethnic/multiracial components ($p<.01$).

Use of Sensitivity Techniques. As Table 8 shows, six variables were positively related to use of outside speakers to cover bias and stereotypes: the size of the institution ($p<.001$), the number of JMC majors ($p<.01$), having more than 5 percent racial/ethnic minorities other than black students ($p<.05$), having more than 5 percent minority faculty members ($p<.01$), being a

public institutions ($p<.01$), and being accredited ($p<.01$).

Programs with more than 100 majors ($p<.01$), programs at institutions with more than 15,000 students ($p<.05$), and accredited programs ($p<.02$) also were more likely to use videos or films than were programs with fewer than 100 majors, programs at institutions under 15,000, and unaccredited programs. Programs with more than 400 majors were more likely than smaller programs to use readers or supplemental texts to cover media bias and stereotypes ($p<.01$).

Insert Table 8 about here

How Long a Separate Course Has Been Offered. The greatest difference between JMC programs concerning the length of time a course on minority issues had been offered was based upon number of black students in the program ($V=.338$), followed by number of minority faculty members ($V=.294$), number of majors ($V=.146$), whether the program was accredited ($V=.104$), enrollment and number of other minorities in the program (for both, $V=.067$), and whether the institution was public or private ($V=.060$).

Programs with more than 10 percent Afro-Americans were more likely to have had a separate course or courses on minority issues for more than five years (63 percent v. 23 percent). Based upon the number of schools that had such a course ($N=52$), however, the difference was not statistically significant.

Programs with more than 20 percent minority faculty were more

likely to have had such a course for more than five years (50 percent v. 22 percent), but the difference also was not statistically significant based upon sample size. Differences based upon other variables were minimal.

Importance of Independent Variables. When average Cramer's V scores for all seven independent variables for the six questions relating to minority issues were compared, whether the institution was accredited ranked first (V=.209), number of JMC majors second (V=.198), and number of minority faculty members third (V=.185). Number of other minority students ranked fourth (V=.171), enrollment fifth (V=.163), number of black students sixth (V=.105), and whether the institution was public or private seventh (V=.100).

Differences Based Upon Opinion Questions. For only two variables was there a statistically significant difference between responses of administrators for any of the eight opinion questions about minority issues.

Administrators at institutions with more than 20 percent minority faculty were more likely than other administrators (43 percent v. 15 percent) to think that a separate course on minorities issues should be required ($p<.001$). In addition, administrators at private institutions were more likely than those at public institutions (64 percent v. 46 percent) to think that texts covered minority-related issues well ($p<.02$).

The greatest difference between administrators for opinion

questions was based upon number of minority faculty in the program (V=.137), followed by number of other minorities (V=.129), number of majors (V=.093), enrollment (V=.089), number of black JMC students (V=.080), type of institution (V=.076), and whether the institution was accredited (V=.054).

Discussion

This study has found that, according to administrators, most JMC programs were doing a variety of things to increase cultural sensitivity and educate students about biases and stereotypes. Also, faculty at most schools were scrutinizing their curriculum in regard to minority components. In addition, most administrators thought their program was having some success in sensitizing their students to racial stereotypes and biases.

It appears that JMC programs made remarkable progress in instituting courses concerning minority issues during the five-year period prior to the study. Nearly three-quarters of the courses on the media and minorities were put into place during that time period.

The study indicated that considerable progress was made during the 1992-93 school year in adding courses emphasizing the media and racial/ethnic minorities. If administrators' responses were accurate, almost as much progress was made during that one school year in adding such courses as in the 20 years following the Kerner Commission's report in 1968. At the 1992-93 rate, however, it would still take five years before half of the JMC

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programs would have a media and minorities course.

The survey supports the position that accreditation Standard 12 has been somewhat successful in its goal of improving multiethnic and multiracial components of the curriculum. The study also supports the assumption that hiring of minority faculty members is an important tool in improving the multicultural aspects of the JMC curriculum.

On the other hand, the study suggests that other variables are more important to the development of a multicultural curriculum than the number of black JMC students. Among those variables appear to be size of the program, number of minorities other than Afro-Americans, and size of the institution. Those results indicate that having few black students is not a barrier to JMC programs making strides in sensitizing their students.

The results concerning number of black students in the program, while unexpected, do not mean that efforts to recruit black students are not important. The findings in this area may mean that the more nonminority students, the greater the perception of a need to sensitize those students to biases and stereotypes. The reasons for recruiting black and other minority studies are far broader than curriculum issues, and sensitizing nonminority students will be an important matter no matter how many minority students are recruited into JMC programs.

This study suggests some areas for additional study. One such area is the finding that programs with more racial/ethnic

minorities other than black have done more to promote cultural sensitivity, at least in regard to issues included on this survey. Future research also should look more into differences in curriculum development based upon the preponderance of various types of minority students. While this study provides some answers, it is only a beginning to understanding how JMC programs are responding to calls for increased ethnic/racial sensitivity.

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Footnotes

[1]See for example, D'Souza (1991), Murphy (1992), Cole (1993), and Murphy (1994).

[2]For more recent discussion of the problem, see Martindale (1985), Gist (1990), Lawrence (1990), Martindale (1990a), Pease (1990), Ward (1990), Hoffman (1991), Johnson (1991), and Shaw (1991a).

[3]See for example, Shaw (1991b), Martindale (1991a), ASNE (1992), Haiman (1992), Jurgensen (1993), Simurda, (1992), McGowan (1993), and Shepard (1993). See also two special issues of Quill: the May 1991 issue, titled "Coloring the news: A special report"; and the April 1993 issue, titled "25 years after Kerner: Time to stop playing the same old song."

[4]Standard 12 requires that accredited institutions "recruit, advise, retain, and prepare minority students and minority and women faculty." It also requires that accredited programs offer courses providing information about contributions by minorities and women and that they "help prepare students to understand and relate to a multi-cultural, multi-ethnic, multi-racial, and otherwise diverse society."

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Table 1

Percent of Minority Students and Faculty Members at Responding Institutions

	% black students	% other minorities	% minority faculty
Less than 1%	18.0%	33.0%	42.9%
Between 1-5%	34.6%	39.6%	1.9%
Between 5-10%	28.4%	16.5%	15.2%
Between 10-20%	13.3%	5.7%	24.8%
More than 20%	5.7%	5.2%	15.2%
	N=211	N=212	N=210

Table 2

Emphasis Given Pertinent JMC Courses at the Institution to Reporting Bias and Stereotyping of Various Minority Groups

Not covered at all	Not emphasized much	Emphasized moderately	Emphasized quite a bit
"Stereotyping in news coverage of racial and ethnic minorities" (N=214)			
2.8%	15.9%	43.9%	37.4%
"Stereotyping of minorities in entertainment content" (N=206)			
4.4%	19.4%	48.5%	27.7%
"Stereotyping of minorities in advertising content" (N=200)			
5.5%	18.0%	49.0%	27.5%

Note: Respondents who stated that no pertinent courses were offered were omitted.

Table 3

Responses Concerning Program Evaluation, Course Offerings, and Sensitivity Techniques Used

"Have you or your faculty scrutinized your program's curriculum to see if you are preparing students to cover a multiethnic and multiracial society?" (N=210)

No, and no plans	No, but planned	In past year	In past 2-5 years	Over 5 years ago
17%	17%	34%	31%	1%

"Do you think your journalism curriculum increases students' sensitivity to stereotypes and the potential for media bias toward racial and ethnic minorities in the United States?" (N=209)

Yes	No
89%	11%

"Do you think that your graduates are adequately prepared for reporting on racial and ethnic minorities?" (N=200)

Yes	No
51%	49%

"If your program has a separate course or separate courses whose main emphasis is coverage of racial and ethnic minorities and media bias and stereotypes, how long have such courses been offered?" (N=52)

1st year (1992-93)	2-5 years	6-10 years	11-20 years	20+ years
23%	50%	19%	8%	0

Table 3 (Continued)

Responses Concerning Program Evaluation, Course Offerings, and Sensitivity Techniques Used

"Does your program require majors to take a separate course whose main emphasis is the media and racial or ethnic minorities?" (N=210)

No & not planned	No, but planned	Yes, all majors	Yes, some majors
88%	4%	5%	3%

"Do your advertising faculty try to prepare their students to deal with issues dealing with advertising in a multiethnic and multiracial society?" (N=153)

No special attempt	Yes, modules	Yes, a course
32%	64%	4%

Table 4

Comparisons Based Upon Program Accreditation

	Accredited	Unaccredited
"Emphasis given reporting bias in covering minorities"		
Not much/at all	5%	25%
Moderately	44%	44%
Quite a bit	51%	31%
(N=215; p<.001; Cramer's V=.266)		
"Emphasis given minority stereotypes in entertainment"		
Not much/at all	13%	29%
Moderately	57%	44%
Quite a bit	30%	27%
(N=207; p<.05); Cramer's V=.175)		
"Emphasis given minority stereotypes in advertising"		
Not much/at all	8%	31%
Moderately	53%	46%
Quite a bit	39%	23%
(N=199; p<.001); Cramer's V=.266)		
"Scrutinized curriculum for multiethnic/multiracial components"		
Yes	79%	61%
No	21%	39%
(N=211; p<.01; Cramer's V=.182)		

Table 4 (Continued)

Comparisons Based Upon Program Accreditation

"Program requires course on racial/ethnic minorities for majors"		
Yes	11%	7%
No	89%	93%
(N=197; p>.05; Cramer's V=.064)		
"Ad courses deal with multiethnic/multiracial issues"		
Yes	87%	57%
No	13%	43%
(N=154; p<.001; Cramer's V=.298)		

Table 5

Comparisons by Percent Minority Faculty Members

	% minority faculty		
	<5%	5-20%	>20%
"Emphasis given reporting bias in covering minorities"			
Not much/at all	24%	14%	13%
Moderately	48%	43%	31%
Quite a bit	28%	43%	56%
(N=210; p<.05; Cramer's V=.160)			
"Emphasis given minority stereotypes in entertainment"			
Not much/at all	28%	20%	17%
Moderately	47%	58%	35%
Quite a bit	25%	22%	48%
(N=204; p<.05); Cramer's V=.158)			
"Emphasis given minority stereotypes in advertising"			
Not much/at all	30%	17%	21%
Moderately	46%	54%	43%
Quite a bit	24%	29%	36%
(N=195; p>.05; Cramer's V=.114)			
"Scrutinized curriculum for multiethnic/multiracial components"			
Yes	58%	71%	80%
No	42%	29%	20%
(N=206; p<.05; Cramer's V=.179)			

Table 5 (Continued)

Comparisons by Percent Minority Faculty Members

	% minority faculty		
	<5%	5-20%	>20%
"Program requires course on racial/ethnic minorities for majors"			
Yes	3%	10%	23%
No	97%	90%	77%
(N=193; p<.01; Cramer's V=.242)			
"Ad courses deal with multiethnic/multiracial issues"			
Yes	54%	77%	82%
No	46%	23%	18%
(N=151; p<.01; Cramer's V=.257)			

Table 6

Comparisons by Percent Minority Student Enrollment

	% Black minority students			% other minority students		
	<5%	5-10%	>10%	<5%	5-10%	>10%
"Emphasis given reporting bias in covering minorities"						
Not much/at all	18%	19%	20%	31%	17%	7%
Moderately	42%	47%	39%	39%	50%	39%
Quite a bit	40%	34%	41%	30%	33%	54%
(Black students: N=211; p>.05; Cramer's V=.049; other minorities: N=212; p<.01; Cramer's V=.200)						
"Emphasis given minority stereotypes in entertainment"						
Not much/at all	23%	23%	26%	30%	22%	18%
Moderately	50%	50%	43%	50%	48%	49%
Quite a bit	27%	27%	31%	20%	30%	33%
(Black students: N=204; p>.05; Cramer's V=.038; other minorities: N=204; p>.05; Cramer's V=.106)						
"Emphasis given minority stereotypes in advertising"						
Not much/at all	26%	20%	28%	35%	23%	13%
Moderately	50%	48%	42%	48%	47%	50%
Quite a bit	24%	32%	30%	17%	30%	37%
(Black students: N=196; p>.05; Cramer's V=.067; other minorities: N=196; p<.05; Cramer's V=.155; other minorities: N=196; p<.05; Cramer's V=.155)						

Table 6 (Continued)

Comparisons by Percent Minority Student Enrollment

	% Black minority students			% other minority students		
	<5%	5-10%	>10%	<5%	5-10%	>10%
"Scrutinized curriculum for multiethnic/multiracial components"						
Yes	60%	69%	85%	54%	68%	83%
No	40%	31%	15%	46%	32%	17%
(Black students: N=207; p<.02; Cramer's V=.197; other minorities: N=208; p<.01; Cramer's V=.236)						
"Program requires course on racial/ethnic minorities for majors"						
Yes	7%	11%	10%	6%	7%	14%
No	93%	89%	90%	94%	93%	86%
(Black students: N=194; p>.05; Cramer's V=.071; other minorities: N=195; p>.05; Cramer's V=.118)						
"Ad courses deal with multiethnic/multiracial issues"						
Yes	59%	75%	82%	54%	68%	80%
No	41%	25%	18%	46%	32%	20%
(Black students: N=151; p<.05; Cramer's V=.205; other minorities: N=151; p<.05; Cramer's V=.213)						

Table 7

Significant Responses Concerning Other Independent Variables

	Number of JMC Majors		
	<101	101-400	>400
"Emphasis given reporting bias"			
Not much/at all	25%	25%	2%
Moderately	48%	41%	45%
Quite a bit	27%	34%	53%
(N=213; p<.01; Cramer's V=.199)			
"Emphasizing advertising bias"			
Not much/at all	36%	27%	10%
Moderately	48%	49%	46%
Quite a bit	16%	24%	44%
(N=197; p<.01; Cramer's V=.199)			
"Unit has scrutinized curriculum concerning minority issues"			
Yes	46%	68%	82%
No	54%	32%	18%
(N=209; p<.001; Cramer's V=.269)			
"Ad courses deal with multiethnic, multiracial issues"			
Yes	52%	60%	87%
No	48%	40%	13%
(N=152; p<.01; Cramer's V=.292)			

Table 7 (Continued)

Significant Responses Concerning Other Independent Variables

	Type of Institution	
	Public	Private
"Emphasis given reporting bias"		
Not much/at all	14%	27%
Moderately	46%	35%
Quite a bit	38%	38%
(N=214; p<.05; Cramer's V=.168)		
"Scrutinized curriculum for multiethnic/multiracial components"		
Yes	73%	54%
No	27%	46%
(N=211; p<.01, Cramer's V=.182)		

	Enrollment		
	<5,000	5,001-15,000	>15,000
"Emphasis given reporting bias"			
Not much, at all	30%	19%	6%
Moderately	49%	53%	36%
Quite a bit	30%	27%	58%
(N=214; p<.001; Cramer's V=.234)			

Table 7 (Continued)

Significant Responses Concerning Other Independent Variables

"Scrutinized curriculum for multiethnic/multiracial components"			
Yes	54%	68%	78%
No	46%	32%	22%
(N=210; p<.02; Cramer's V=.200)			
"Ad courses deal with multiethnic/multiracial issues"			
	<15,000		>15,000
Yes	59%		87%
No	41%		13%
(N=153; p<.01; Cramer's V=.267)			

Table 8

Variables Related to Using Sensitivity Techniques

	Size of Institution		
	<5,000	5,001-10,000	>10,000
"Use outside speakers"			
Yes	68%	86%	94%
No	32%	14%	6%
(N=205; p<.001; Cramer's V=.277)			
	Number of JMC Majors		
	<101	101-400	>400
"Use outside speakers"			
Yes	66%	85%	93%
No	34%	15%	7%
(N=204; p<.01; Cramer's V=.251)			
	Percent Minorities Other than Black		
		<5%	>5%
"Use outside speakers"			
Yes		79%	83%
No		21%	17%
(N=203; p<.05; Cramer's V=.154)			

Table 8 (Continued)

Variables Related to Using Sensitivity Techniques

	Number of Minority JMC Faculty	
	<5%	>5%
"Use outside speakers"		
Yes	74%	90%
No	26%	10%
(N=210; p<.01; Cramer's V=.208)		

	Type of Institution	
	Public	Private
"Use outside speakers"		
Yes	88%	73%
No	12%	27%
(N=205; p<.01; Cramer's V=.187)		

	Accreditation	
	Accred.	Unaccred.
"Use outside speakers"		
Yes	95%	77%
No	5%	23%
(N=206; p<.01; Cramer's V=.227)		

Table 8 (Continued)

Variables Related to Using Sensitivity Techniques

Number of JMC Majors	
	<101 >100
"Use video or films"	
Yes	53% 76%
No	47% 24%
(N=206; p<.01; Cramer's V=.211)	
Size of Institution	
	<15,000 >15,000
"Use video or films"	
Yes	67% 82%
No	33% 18%
(N=207; p<.05; Cramer's V=.156)	
Accreditation	
	Accred. Unaccred.
"Use video or films"	
Yes	82% 66%
No	18% 34%
(N=208; p<.02; Cramer's V=.172)	

Table 8 (Continued)

Variables Related to Using Sensitivity Techniques

	Number of JMC Majors	
	<401	>400
"Use supplemental texts"		
Yes	68%	91%
No	32%	9%

(N=207; p<.01; Cramer's V=.228)